DOCUMENT RESUME

ED 295 694 JC 880 254

TITLE	Journal of the American Association of Women in Community and Junior Colleges, 1988.
INSTITUTION	American Association of Community and Junior Colleges, Washington, D.C. American Association of Women in Community and Junior Colleges.
PUB DATE	88
NOTE	38p.
AVAILABLE FROM	American Association of Women in Community and Junior Colleges Mail Service, 2907 N. Main Street, Anderson, SC 29621 ($3.00).
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Journal of the American Association of Women in Community and Junior Colleges; 1988
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrators; *College Faculty; Community Colleges; *Females; *Leadership Training; *Mentors; Professional Development; Two Year Colleges; *Two Year College Students

ABSTRACT

Seeking to serve as an advocate for equity and excellence in community and junior colleges, this annual journal contains articles presenting research, model programs, and innovative ideas concerning women staff and students in two-year colleges. The 1988 issue contains the following articles: (1) "Moving Up: Advancement Strategies for Women in Higher Education," by Steven W. Jones, which suggests that women interested in top management positions increase their levels of education, master general and job-specific skills, develop networks of contacts, seek opportunities to demonstrate their ability, enlist mentors and sponsors, emulate successful leadership styles, and expand organizational affiliations; (2) "Weighing the Costs of Upward Mobility," by Linda J. Reisser, which reports on a survey to identify factors which might cause top female administrators in Washington community colleges to consider resigning; (3) "Mentoring as an Advancement Tool," by Sylvia Pellish, which advocates an increase in mentoring activities on college campuses as a means for the professional advancement of women in higher education; (4) "The Asilomar Leadership Skills Seminar: New Leaders for California's Community Colleges," by Pamila Fisher, Ruth Hemming, and Robin Richards, which presents the findings of a follow-up study of 300 women who participated in a training program for women in key community college leadership positions to determine its impact on their professional lives; (5) "Women and Work: Comparable Worth in Community Colleges," by Gaye Luna, which predicts the social, political, economic, administrative, and institutional effects of implementing comparable worth policies in education; and (6) "The Leader's Project: Process and Product That Work," by Gail James, which highlights several 1987 projects sponsored by the "Leaders for the 80's" program. (MDB)

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1988 JOURNAL OF THE

AMERICAN ASSOCIATION OF WOMEN IN COMMUNITY AND JUNIOR COLLEGES

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Moving Up:
Advancement Strategies for Women in Higher Education

Steven W. Jones, Ph.D.

While community colleges do not currently extend opportunities for promotion into top management to women and men equally, the future looks bright for the woman who is well-prepared. Women are therefore advised to: increase levels of education; master general and job-specific skills; network; seek internships and other opportunities to demonstrate ability and goals; identify and enlist mentors and sponsors; emulate successful leadership styles; and affiliate with national organizations. The article offers suggestions for how to accomplish these strategies.

Community colleges have, in the last twenty years, provided unparalleled opportunities for the career preparation of women. Since 1972 and the passage of equal opportunity legislation, millions of women have returned to college campuses throughout the United States to take important first steps toward careers in government, business, and education.

Corporations began hiring more than token numbers of women a little over a decade ago. But ten years later, how far have these women advanced? Not as far as their male counterparts (Fraker, 1984: 40-45). Despite impressive progress at the entry level, women are having great difficulty breaking into top management in American corporations.

Similar developments have transpired in American higher education. Having contributed greatly to their career preparation, America's community colleges have not widened their doors further to welcome more women into the highest levels of administration.

There still seems to be a tacit assumption that women manage differently than men; that they make inferior leaders. The majority of men still think that women must be exceptionally talented to advance to an administrative position. One man out of three still thinks that women will never be totally accepted in leadership roles (Crosthwaite, 1986: 178-180). Such psychological barriers, on the part of women as well as men, have frequently blocked the movement of women into top administrative positions in American community colleges (McMillan, 1985: 27-28).

Given the strength of the belief that leadership is a masculine domain, one would expect to find a volume of literature clearly delineating the "masculine traits" associated with effective leadership. This, however, is not the case. A recent study involving 300 male and female administrators at American community and junior colleges revealed no statistically significant differences in the overall leadership effectiveness of the participants (Jones, 1986: 118-119). Yet the myth regarding gender-related differences in ability still persists.

This subtle form of sex discrimination, still common to many institutions, including higher education, can be just as damaging to a career as the more blatant forms. Educational institutions tend to be tradition-bound, focusing on the past as the reference point when planning the future (Arnes and O'Banion, 1983). Since women have rarely held senior level administrative positions in higher education, it may be more difficult for them to acquire those positions in the years ahead unless they take carefully planned actions to advance their careers.

PATHWAYS TOWARD ADVANCEMENT

The failure to commit time and resources to the continued development of personnel is one of the major deterrents to community college excellence (Hammons, 1986: 5-12). It is ironic that at the very time they are aggressively developing and promoting services to help business and industry train their personnel, community colleges are neglecting their own staff development needs.

Higher education institutions should be seeking ways to expand development opportunities, if only for their own self-interest.

Unfortunately, most institutions are not doing so. Therefore, women must seek ways to improve their own opportunities for advancement. The suggestions that follow should prove helpful to women seeking higher level positions in college administration:

1. Increase Education Levels

Educational institutions value two virtues: higher levels of academic preparation and lengthy service. Historically, women have been unable to boast of either. Since they have only recently begun to acquire leadership roles, their longevity as decision-makers in higher education has been brief. Women have also, as a group, been less prepared academically than their male counterparts.

Many women are already beginning to realize the importance of attaining higher academic credentials. The "terminal degree gap" between men and women is rapidly closing (Jones, 1987: 1-4). In 1980, twice as many men held the doctorate as did women. Today, for every two women at that academic level, there are only three men. If women are going to be successful in their efforts to acquire top level administrative positions, they must first return to graduate school and earn higher academic credentials.

Women must master both job-specific skills and general skills if they are to advance. There is no substitute for competence on the job.

2. Master Job-Specific and General Skills

Women must master both job-specific skills and general skills if they are to advance. There is no substitute for competence on the job. Fortunately, job-specific skills can be mastered through repetition and hard work. However, even more important to career development, is a mastery of four general skills: reading, writing, computing and speaking (Josefowitz, 1980).

a. Reading is the primary way to gain knowledge. Aspiring administrators should read the *Chronicle of Higher Education*, the *AACJC Journal*, and other trade journals and books. A general understanding of the economic, social, and political sciences is also essential. Being informed in these areas requires knowing recent major judicial decisions, stock market trends, political activity at the local, state, and national levels (particularly that affecting education), and demographic trends (especially those that may have an impact on higher education).

b. Memos, reports, and letters do much more than transmit information. They communicate the very essence of the writer. Institutional power grantors scrutinize these documents, often forming critical first impressions of junior executives based upon the written word alone. Aspiring executives must pay attention to their writing. Short courses in writing and self improvement books are essential for those who cannot write well.

c. Many a quest for upward mobility has been lost due to a fear of numbers. Decisions are based on data, primarily computer-generated financial data. Most women are math-anxious because they have been "conditioned" to avoid math. They must face that anxiety by taking basic accounting or data processing classes. If a mastery of numbers is not acquired early in an administrative career, chances for advancement will not be good.

d. Speaking is the most visible administrative skill. When leaders speak, people listen to both the content and the delivery. Administrators must be able to speak well. Women who are uneasy about public speaking should enroll in a speech class or join a speaker's club. Practice is the only solution to overcoming speech anxiety. Aspiring administrators should frequently seek opportunities to speak on a variety of topics to a wide range of groups.

3. Capitalize on Opportunities to Network

Women should make contacts at both the professional and the personal level. Professional contacts can prove beneficial to career advancement and educational development. Contacts at the personal level with colleagues at other colleges can yield ideas for solving shared problems and can also provide personal support regarding concerns specific to women administrators.

4. Seek Administrative Internships

Community college presidents should be

encouraged to develop administrative internship programs that will link senior level administrators with employees who think they would like to become administrators. There are several advantages to such an arrangement. Participants broaden existing job-specific skills and develop new management skills. Internships provide participants with a broader understanding of college procedures and a greater appreciation of problems at the senior level. At the same time, they also enable college leaders to evaluate and appreciate the administrative potential of existing personnel. Contacts strengthened during internships also establish a foundation for the next important recommendation.

5. Identify and Enlist Sponsors and Mentors

Women should develop professionally oriented, informal affiliations with decision makers within their own institutions. From these contacts they can select mentors and sponsors.

Mentors are leaders who teach necessary skills and provide important information. Their help is present-oriented and they are usually found at the middle management level of the organization. Sponsors teach less but have a greater impact on career advancement by encouraging staff development for women, by assigning high-visibility projects, and by making recommendations for promotion. They are future-oriented and are usually found in upper management where they can influence organizational decision making.

Women can attract mentors and sponsors by showcasing their job-specific competencies and making known their goals and career objectives. Women who do not tell others where they want to go in the organization, will never get there. Mentors and sponsors can provide essential advice and open doors that are critical to advancement; however, the sponsor-protege relationship is always reciprocal. One must be capable of helping the organization achieve its goals before the organization will bestow rank and privileges.

Women who do not tell others where they want to go in the organization, will never get there. Mentors and sponsors can provide essential advice and open doors that are critical to advancement.

6. Take Advantage of In-Service Training

Colleges should provide in-service training and management development opportunities for their employees. It is definitely in their long-term best interest to do so. Community colleges should be willing to give maintenance of staff at least the same priority that they give maintenance of equipment. Yet, this is rarely the case. Women need to take a lead in establishing a staff development committee that will assess training needs and then recommend specific actions to meet the identified needs.

Campus-based workshops for women on career development, leadership skills, assertiveness training, and communication can be valuable to the institution as well as the participants. When training opportunities are made available, either on-site or off-site, women should clearly communicate their interest in participating. Assumptions are often made that men are more willing to participate in activities that require out-of-town travel. Women who seek career advancement need to make sure that such assumptions do not impede their opportunities to participate. They should watch for training opportunities and take part in staff development activities, especially where additional effort is required.

7. Emulate Successful Leadership Styles

Women who want to advance need to examine closely the leadership behaviors of successful leaders in their organizations. Determine what it is that these leaders do that makes them effective and respected. When compatible with their personal styles, women should actively adopt a few of those successful behaviors to see if they will be effective for them. Acquiring knowledge about management skills and leadership techniques is also helpful. A number of self-directed resources on these topics are currently available.

8. Obtain Professional Career Guidance

Women should take greater advantage of professional career counseling and career

education information to help them develop and communicate their career aspirations. Developing a detailed advancement plan under the guidance of a counselor and carefully following that plan may greatly enhance chances for success.

9. Expand Formal Affiliations

Affiliate with national organizations, both professional and educational. These organizations can provide a wealth of information and learning resources. They can also provide opportunities for training and help expand professional networks. These organizations, especially those offering job announcements and professional placement services, can be extremely important to career mobility.

BRIGHTER FUTURE PREDICTED

Women administrators may be more respected and better accepted by a "new breed" of male administrators currently ascending into top management positions in education. New male administrators are somewhat different than their predecessors. They are more aware of the potential, capabilities, and aspirations of women professionals in education. They have shared more responsibilities for parenting and household management than did their predecessors. In most cases, they have shared those responsibilities with working wives who have proven that women can successfully manage multiple roles as mother, wife, and employee. They have also worked with female colleagues throughout their careers and are aware of the contributions women can make in management.

With the climate for career advancement improving, women must take charge of their futures. However, changing attitudes and an improved climate are not enough to ensure future career success. Adequate skills, higher academic credentials, job-specific experience, and clearly defined advancement goals are prerequisites to upward mobility.

While the outcome of a career plan is never totally predictable, solid preparation, an advancement strategy, the right contacts, and stellar performance will ensure higher probabilities for success. Women who follow these suggestions will be better prepared to assume leadership roles in community colleges in the future. ◆

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Weighing the Costs of Upward Mobility

Linda J. Reisser, Ed.D.

A survey by the author was designed to identify factors which might cause top female administrators in Washington community colleges to consider resigning. Seventy-two percent of the respondents indicated they had given serious consideration to resigning at some point. Significant factors included: dissatisfaction with institutional decision-making processes and current leadership, limited upward mobility, lack of mentoring and organizational support for professional growth, and stress and burn-out. Respondents who were interviewed commented on the need to reevaluate priorities and expressed concern that they were not prepared for the barriers they faced.

Women who achieve leadership roles in higher education have done so despite a number of barriers. Once they move into administrative positions, new kinds of rewards and problems arise. This study examines the ways in which female administrators in Washington community colleges are weighing the costs and benefits of continuing to serve in leadership roles.

Female administrators are few in number (Astin, 1982) and concentrated in fewer areas than males. Despite affirmative action requirements of the 1970's, which mandated the placement of more women in faculty and administrative positions, colleges and universities in the United States include an average of only 1.1 senior women (dean and above) per institution (Office of Women in Higher Education, 1984). Furthermore, Sandler (1986) found that they tend to remain concentrated in a small number of lower-status areas that have been traditionally viewed as women's fields, such as nursing and home economics, or in support roles, such as student affairs.

Moore (1984) found that women are not distributed evenly across all categories of institutions or positions, but are clustered in pockets at the bottom of many career ladders. Based on the findings of a large-scale study of the demographics of administrators, Moore found that, while presidents, provosts, and academic deans are principally males, "the three administrative positions that employed the largest number of women were head librarian, registrar, and director of financial aid."

Other researchers have focused on organizational barriers and their impact on women in higher education. Bernice Sandler (1986), Director of the Project on the Status and Education of Women, identified a number of "micro-inequities," which served to undermine self-esteem, morale, opportunities for advancement, productivity, and full participation of women. Among other problems, she noted that small numbers of women heighten their visibility; that women's abilities are more likely to be questioned, downgraded or trivialized; that difficulties with collegiality result in feelings of isolation; and that women are more likely to be judged by appearance than achievement.

Mark (1986) reviewed research on characteristics of higher education administrators and characteristics of the institutional climate and its effect on gender. She identified some major external problems faced by administrative women, including a lack of qualitative opportunities, absence of (or a limited) informal network through which job openings and information could be shared, and outright sex discrimination in hiring. Internal factors which limit women's activity in administrative positions included reduced leadership aspirations, unwillingness to accept increased responsibilities due to family commitments, and deliberate curtailment of professional achievement due to family demands.

Stokes ((1984) studied the nature and extent of conditions or barriers that inhibit women administrators in their professional responsibilities and careers. A questionnaire mailed to 241 women was completed by 168 who held executive, administrative and managerial responsibilities in nine universities of the State University System of Florida. The questionnaire covered 23 possible barriers and their effects on professional development needs,

administrative styles, and future aspirations. Of the 23 barriers, 19 were experienced by 50 percent or more of the respondents. For example, 87 percent felt that they "have to work twice as hard as their male colleagues;" 89 percent "have less access to power;" 74 percent are ignored or interrupted during important discussions;" 80 percent "find it difficult to receive recognition;" 67 percent "are cast as a sex object;" and 72 percent "serve as a mother figure."

Reeves (1975) interviewed 96 women administrators in higher education during 1973-1974. She found that "despite a high degree of personal and professional success, this study clearly shows that job satisfaction does not come automatically with a title or a name on the door." Reasons for lack of satisfaction included responsibility but no authority, being required to spend too much time on non-essential paper work, being assigned tasks no one else wanted to do, and being viewed as a threat instead of respected for their abilities.

Moore (1982) noted that formal or informal mentoring is important for women in higher education, and that only one-fourth to one-third of college administrators had a mentor. Mark (1982), after conducting a national study of four levels of academic administration, found that females (55 of the 561 respondents) reported significantly greater amounts of conflicts and life crisis than male counterparts.

The literature identifies a number of barriers encountered by female administrators. The purpose of this study was to survey female administrators in Washington community colleges to see whether these factors are causing them to consider resigning. Based on the studies cited, factors included in this survey were lack of gender equality; discomfort with position, status, or authority; too much work assigned; discomfort with salary; proportion of men to women in key positions; difficulties with colleagues or peers; too many unwanted responsibilities; limited upward mobility; lack of mentoring or organizational support for professional growth; difficulties with staff members; and dissatisfaction with current leadership. These could be seen as factors external to the person, in that they exist as part of the work environment. Other factors could be seen as internal, such as feeling of isolation, experiencing stress or burn-out, and changing professional goals or desire for career change.

Based on ideopathic research, other factors were added. These included a more attractive job offer; dissatisfaction with cultural environment; a gap getween personal values and institutional values; concern that one's supervisor was no longer supportive (or was dissatisfied with performance); difficulties with students, parents, or community; dissatisfaction over decisions (e.g. over resource allocation, personnel matters, policies or practices); dissatisfaction with decision-making processes; health; conflicts between personal and professional priorities; and a sense of internal transition or developmental turning point. In all, 29 factors were included in this survey, together with the option to write in additional factors under "Other."

METHOD

Subjects: The sample of 52 middle- and upper-level female administrators in two-year public community colleges consisted of all female Presidents, Vice-Presidents, Provosts, Deans, Division Chairs, and Directors listed in the 1986/87 *Washington Education Directory*.

The purpose of the survey was to distinguish which factors might be significant enough to cause respondents to consider resigning. The survey included the following items:

1. Have you ever given serious consideration to resigning from a position of leadership in higher education?
   _____Yes _____No

2. Check those factors which contributed to your desire to leave the organization. (If this has been an issue for you at more than one institution, please select the most recent).

The 29 factors were then listed, as well as "other(s)," with space for respondents to write in their own words. In addition, respondents were asked to indicate whether they had in fact resigned.

Procedure: In December 1986, surveys were mailed to the subjects, along with a cover letter explaining the purpose of the survey. As of

January 21, 1987, thirty-two had been returned (62 percent). After the data was tabulated, interviews were arranged with 25 percent of the respondents who indicated that they had considered resigning. These subjects had checked from one to ten factors. The interviews were tape recorded and transcribed. Subjects were asked to elaborate on factors that caused dissatisfaction and the consequences of those factors.

RESULTS

Responses to the first survey question indicated that a substantial majority of female administrators had given serious consideration to resigning. Seventy-two percent gave an affirmative response to the question, "Have you ever given serious consideration to resigning from a position of leadership in education?"

The factors checked by those who had considered resigning were tabulated. For purposes of analysis, those factors which could be considered external to the individual (that is, those related to the external environment) were listed separately from those which could be considered part of the individual's internal environment. Tabulations of the responses are included in Table 1, rank-ordered from the highest frequency responses to the lowest.

TABLE 1

"Check those factors which contributed to your desire to leave the organization. (If this has been an issue for you at more than one institution, please select the most recent.)"

External Factors Listed On Survey

NUMBER OF RESPONDENTS WHO CHECKED FACTOR	PERCENT OF RESPONDENTS (N = 23)
13 - dissatisfaction over institutional decisions (e.g. over resource allocation, personnel matters, policies or practices)	56.6
11 - dissatisfaction with decision-making processes	47.8
10 - limited upward mobility	43.5
9 - dissatisfaction with current leadership	39.1
8 - lack of mentoring or organizational support for professional growth	34.7
5 - concern that supervisor was no longer supportive (or was dissatisfied with performance)	21.7
4 - too much work assigned	17.4
4 - too many unwanted responsibilities	17.4
4 - more attractive job offer	17.4
3 - discomfort with salary	13.0
3 - dissatisfaction with social life	13.0
3 - dissatisfaction with cultural environment	13.0
2 - gap between personal values and institutional values	8.7
1 - difficulties with staff members reporting to you	4.3
1 - difficulties with colleagues or peers	4.3
1 - lack of gender equality	4.3
0 - proportion of men to women in key positions	0
0 - discomfort with position, status, or authority	0
0 - difficulties with students	0
0 - difficulties with parents	0
0 - difficulties with community	0

Internal Factors Listed On Survey

NUMBER OF RESPONDENTS WHO CHECKED FACTOR	PERCENT OF RESPONDENTS (N = 46)
14 - experiencing stress or burn-out	39.1
6 - feelings of isolation	26.1
4 - changing personal priorities or values	17.4
4 - changing professional goals/desire for career change	17.4
3 - sense of internal transition or developmental turning point	13.0
2 - conflicts between personal and professional priorities	8.7
2 - desire for further education or training	8.7
0 - health factors	0

Other Factors Listed by Respondents

INDIVIDUAL RESPONSES

- Continual institutional turmoil
- Low morale at institution and harrassment
- Far more variety and challenge if a higher position with salary and title to match aren't available where I am

External Factors Affecting Female Administrators Who Considered Resigning: Dissatisfaction among female administrators over institutional decisions (e.g. over resource allocation, personnel matters, policies or practices), decision-making processes and current leadership, limited upward mobility and lack of mentoring or organizational support for professional growth were the most frequently checked items, selected by 34 to 57 percent of respondents. Concern that their supervisor was no longer supportive or was dissatisfied with performance was checked by 21.7 percent; too much work assigned, too many unwanted responsibilities, and a more attractive job offer were each selected by 17.4 percent. Respondents gave relatively little weight to discomfort with salary, or dissatisfaction with cultural environment or social life (13 percent each).

Internal Factors Affecting Female Administrators Who Considered Resigning: Stress or burn-out was clearly the most significant factor of concern to respondents, selected by 39.1 percent. Feelings of isolation (26.1 percent) and changing professional goals and personal priorities or values (17.4 percent) were also concerns. A sense of internal transition or developmental turning point was a factor for 13 percent of these respondents. Only 8.7 percent checked desire for further education, and conflicts between personal and professional priorities.

I went from one goal to the next, with too much work and too little sleep... Burn-out was definitely there.

Follow Up Interviews: The respondents who were interviewed gave more detailed accounts of problems they had with those factors most frequently checked. Stress and burn-out seemed to arise from a combination of things, including attempts to maintain too many commitments, feeling the impact of personal problems of their staffs, and feeling a strong sense of responsibility for their family's well-being as well as their institution's.

Women who value professional growth felt that it was hard to leave the institution, especially during times of organizational change. One said, "I looked back over the year and realized I had only left the institution for one professional meeting. It felt like all my time was consumed just maintaining." (Interview #5, June 19, 1987) Some of the interviewees had been immersed in their careers without a break for a long time.

"I turned 45 a couple of months ago, and I'd never taken a sabbatical. I wrote my dissertation while I was pregnant, and I moved around from state to state and country to country at a very fast pace. I went from one goal to the next, with too much work and too little sleep... Burn-out was definitely there. I went away for three months, and the place went to pot. I can't find anything. I should've take a month's vacation and come back." (Interview #4, June 9, 1987)

Others came to realize that prioritizing was essential, and that it was important to define goals in concert with the significant people in their lives:

"I truly believe the women in administrative positions cannot be superwomen. Something's going to snap. I believe that more than I did four years ago. You can't hold a job where you know you're going to bring things home in the evening, and be PTA President and do church work. Only you know where the balance is — the job, the environment, the hours, the commitment, and then your family." (Interview #5, June 19, 1987)

Too much work and too many unwanted responsibilities drove some to think seriously about whether to return to a teaching role.

"In a small institution, there's no end to the work. You set your own limits, and it can be devastating if you don't say 'No.' A lot of women I know have very high expectations, and they're trying to juggle so many other things. I look at the amount of energy I put into working, and the hours of effort during the days and evenings — I feel it just isn't being rewarded. The thing that has weighed me away from administration is the family. I have three years left with kids, and it's as important to me as my job. It's scary, because I may be burning bridges by saying 'no' to job opportunities. But I'm not willing to work a 75 hour week right now." (Interview #3, February 20, 1987)

Several of the interviewees spoke about how their stress level was added to by staff mem-

bers' personal problems. One interviewee took on a kind of counseling role:

"One thing with women administrators – you totally do the whole thing — job support and emotional support. Some days I feel more like Ann Landers or Dr. Ruth with my faculty, because they talk about spouses and children outside of work, and you facilitate that. And it doesn't stay there. I tend to carry that home with me and think about it. I wonder if men get that totally involved with the employees that they're supervising." (Interview #5, June 19, 1987)

Another simply took on secretarial functions when two of her secretaries became ill:

"It's been the most difficult year of my professional career. I have literally been a secretary, receptionist, run the divisions, done the self-study, etc. When I chair planning groups or task forces, I call the meetings, chair the meetings, take the minutes, dictate the minutes, send them out, solve the problems. I could do with a little less menial work!" (Interview #4, June 9, 1987)

Interviewees were adamant about the need to look carefully at what their limits are, as well as what their priorities are, and to protect their own health, strength, and balance. Some felt unprepared for certain kinds of conflicts, particularly those that involved a discrepancy between openness and control, or between public rhetoric and actual behavior. One interviewee spoke about her hard discovery that "the institution didn't have a heart."

"I believed somehow — and I think this is born out by some of the earlier studies of women in management — that if I did this really good job, and was perfect at doing it, then I would get a pat on the back, or maybe even a promotion because I was such a 'good girl.'... So it was a real emotional experience for me to realize that the institution was not a parent, and it has a very short memory, and that it doesn't reward you... If they said, 'Cut your budget by 10 percent,' I did it. And I did it in a way that morale was high, and then I'd go into the meeting and be amazed that I was the only one who cut by 10 percent. In fact some people came in to ask for more money. And they got it." (Interview #6, August 10, 1987)

It was a real emotional experience for me to realize that the institution was not a parent, and it has a very short memory, and that it doesn't reward you.

Many of them spoke of their early assumptions about decision-making as though they were naive. They went through periods of disillusionment, shaken confidence in themselves, resentment, even depression, and eventually came to a sense of more mature understanding, or a feeling of being wiser and stronger. One woman reflected on a recent campus-wide conflict:

"I guess I'd say from recent experience that there are times when doing the 'right' thing is not the best decision. It was the right thing to do to keep talking to people and to try to establish trust, and let people air their views. It is mankind's only hope, but it didn't work at this time. It backfired. It cost all of us more pain that we were willing to bear... I used all the tools and strategies that I have used to be successful. They were not successful. So it caused me to question what I do, what I believe in, what I've been trained in. I learned a really important lesson... I understood how easily people overreact, and what level of tension lies real close to the surface, and how frail we all are, and how we are all capable of making mistakes, and misperceiving and misstating. I like to believe we will grow wiser, as an institution. I know I have." (Interview #4, June 9, 1987)

Others expressed concerns about the openness and consistency of communication from higher level administrators. For example, some complained of goals being handed down with very little input. Others spoke about unannounced changes in the decision-making process. For example, written guidelines for purchasing equipment would be handed out and suddenly cancelled. This was especially disruptive when the institution was coping with change.

"When things come suddenly, it's hard to do the groundwork and really facilitate good decision-making. We were closing programs and shifting resources, and there was a lot of secrecy, and that made people uncomfortable... I'm pretty open and I don't beat around the bush... As I've matured through adminis-

trative positions, I've found more that the satisfaction and the climate are more important to me than the salary. I want to feel a sense of trust, and that there is support there, and some acknowledgment of what you're doing. And some feedback. That's the other thing we weren't given a lot of, positive or negative. Most of it was negative." (Interview #5, June 19, 1987)

Interviewees were sensitive to lack of support from above, and also from below. Some were dissatisfied with supervisors' tendency to be indirect about problems, or to keep people in the dark about decisions that affected them.

"I had one particular faculty member that from the word 'go' was undermining, and that person had a great deal of clout that I wasn't aware of. I don't think I had ever been put in that situation before. There were some things said and done that, if I had been able to intervene earlier, wouldn't have gotten to the crisis point... I guess in other supervisory roles that I've had with faculty, if someone came in to my dean and said something, they'd be on the phone and say 'Hey, somebody came in, and what do you know about this?' This didn't happen." (Interview #5, June 19, 1987)

Dissatisfaction was also expressed about leaders who didn't act with clarity and courage. Some spoke of administrators who were not able to exercise leadership because of the problems of a multicampus district. One said:

"I want decisive leadership... And decisions are hard to come by in a multi-campus district. You get one, only to find that one of the campuses is mad, or isn't going to go along, and an incredible amount of time is lost. Physical and mental energy are expended in negative ways. That is very frustrating for me." (Interview #4, June 9, 1987)

Others saw leadership blocked by entrenched colleagues who seemed resistant to change.

"Here, when they know they have to make a decision, there is paralyzing, irrational fear among administrators, and the fear is that faculty will be upset and there will be grievances... Some of our faculty members are carrying on as if we were a junior college in the 1950's. They know nothing about learning styles or changing student populations. They still use their yellowed lecture notes from forty years ago. Who would sign up for their classes? Our students are consumers. The word gets around." (Interview #2, February 2, 1987)

"I was very new to mid-level management, but others had been there for ten years. And I felt that no one was being open with me... I could not get any sense of support for me or what I was doing... There was a lack of leadership at the top. The Division Chairs ran the institution. And as a group they were very cynical. Every time they would have a meeting, they would talk about how awful the registration office was, and how it didn't respond to instruction, and they'd go on and on about it. Very often my role would be, 'We can't just sit here and complain about this. Let's have a plan and let's do something about it.' And they'd roll their eyes and change the subject." (Interview #6, August 10, 1987)

Other interviewees felt initial resistance or lack of support from the beginning, since they didn't fit the image of leader in the eyes of colleagues.

"The person who held this position before me was a man, and was in the position for many years, so I wasn't going to fill his shoes. I'm a minority woman... I knew there was something wrong when I'd say 'Good morning. How are you?' and they don't even respond. No sign of recognition. In other words, I was unacceptable. I was glad I had a strong ego, or I might have taken it personally." (Interview #2, February 2, 1987)

In this instance, the interviewee continued to act courteously, advocate goals, and carry on, in spite of frustrations. Others gained confidence and built trust after initial anxieties.

"When I was put in this position, when it was announced to the vocational faculty, you could've heard a pin drop. The person who had walked in with me, and was a friend, did not walk out with me. Nobody did. And I thought, 'Oh, I don't know if I'm up for this.' I was a vocational counselor, not one of the vocational faculty. I didn't fit their image of an administrator. I didn't get their trust immediately." (Interview #1, January 12, 1987)

Often these women expressed a desire for a mentor, or someone to talk to whom they could trust. One said, "If I say something in confidence, it's all over the campus in 10

minutes. How do I keep sane? I use my husband as a sounding board." (Interview #2, February 2, 1987) Others were aware of "Creative women in the area, but they're just so overwhelmed that it's hard to tie in with them." (Interview #3, February 20, 1987) Some of them mentioned AAWCJC's "Leaders of the '80's" Project as one of the memorable experiences with feedback and support.

Those aspiring to higher levels of leadership expressed concern about limited options, especially in the community college system. This was voiced most strongly by women who had served in other states. For example:

"...Once you reach this level, there's very limited upward mobility. There are only two places for me to go — dean and president, but those are hard to get if you've never held associate dean rank. It doesn't matter what you've done. Often associate dean positions are used for affirmative action purposes, or for promoting from within." (Interview #4, June 9, 1987)

SUMMARY

This study found that a substantial majority of women in leadership roles have given serious consideration to resigning from administrative positions. The reasons they give are not those commonly associated with sex discrimination, such as discomfort with salary, position, status, or authority, gender equality, proportion of men to women in key positions. More important problems seemed to stem from the processes by which decisions were made and communicated, the quality of leadership and interpersonal climate, the ways that support and opportunities for growth are offered, prospects for upward mobility, and stress and burn-out in their personal lives. Interviewees spoke often about the need to reevaluate priorities, and were unwilling to sacrifice their commitment to family and professional growth in order to move up the career ladder. They expressed concern that they were not prepared for the barriers they faced, and learned hard lessons through experience. They reiterated the importance of mentoring and support, and expressed frustration at the limited opportunities to move up.

These findings have implications for training programs for future leaders. If women are going to continue to move toward equality in higher education, they must be prepared to understand and cope successfully with difficult interpersonal and organizational dynamics. In addition to learning more about interpersonal politics, women need to strategize carefully if they wish to preserve the balance of productive work, satisfying relationships, personal growth, and community involvement. It is also important for women to remember that they are not alone in their individual struggles. The more they share their own experiences, the more they see the common themes that emerge and tie them together. ♦

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Mentoring as an Advancement Tool

Sylvia Pellish, Ed.D.

Numerous research studies identify the benefits of mentoring for professional advancement and attempt to define the term "mentor." Formal mentoring programs exist in Canada and several states, primarily to promote the professional growth of beginning teachers in elementary and secondary schools. The author advocates an increase in mentoring activities on college campuses and poses several questions related to implementation of these activities. Women who are senior college administrators have a particular responsibility to extend mentoring to their junior colleagues.

Discussions of mentoring often seem to characterize it as a spontaneous male activity. Gerstein (1986), for instance, describes it as follows: "Greek poet Homer's wise and faithful Mentor first advised Odysseus, and Merlin taught young King Arthur." Although some mentoring by and for women is certainly occurring on college campuses, both historical experience and recent research have identified this activity as an underutilized mechanism for upgrading the professionalism of all elements of the education community. Public school systems in some states have recognized and, to some extent, rectified the situation. It is time that parallel, but not necessarily identical, activities become common on college campuses, especially for females.

Although college campuses are, of course, not devoid of encouragement and support for young faculty, the need for such activity has increased in recent years, particularly among the many young women now entering professions in higher education.

ADVANTAGES OF MENTORING

The desirability of mentoring has become so apparent that its promotion is part of official public education policy in Canada, as well as in California, New York, North Carolina and Oklahoma. Lowney (1986) notes: "The California Mentor Teacher Program has been hailed by several prominent state educators as the most significant educational change in California in 20 years." Legislative and other support for these policies has stemmed, in part, from the traditional view of mentoring as a meritorious activity in a variety of fields, including business and government.

A strong impetus for promoting mentoring comes from supportive discussions in professional educational literature. A recent review of literature on mentoring by Frey and Noller (1986) identifies the value of such activities as follows: "As long as individuals with aspirations and needs profit from support, guidance, knowledge, opportunity and recognition which can be provided by others, the concept will have potential." The authors note that this potential has been recognized by "an increasing number of businesses and industries, organizations and institutions (seeking to) improve management, promote leadership, sustain quality, and inspire interest and talent among personnel."

Another recent study (Godley *et al.*, 1986) reports that "a number of researchers have identified professional benefits which seem to accompany mentoring... These benefits include sharing of materials and techniques (and) developing collegial relationships... Encouragement and support were key elements of the assisting relationships." Although college campuses are, of course, not devoid of encouragement and support for young faculty, the need for such activity has increased in recent years, particularly among the many young women now entering professions in higher education.

Support for the extension of mentoring in higher education is evident in a report by Kay L. Hegler (1986) based on her perspective as a college educator with three years of par-

ticipation in "a college-initiated induction program" serving newly-appointed public school teachers in Nebraska. As a result of this experience, Hegler states: "I believe that induction programs offer professional growth opportunities to every member of the support team." Citing the fact that "in a recent study, 67 percent of 290 beginning teachers reported that the most beneficial function of the support teacher was informal conversation," Hegler comments that "the finding stresses the high level of social and professional isolation felt by most beginning teachers, and it should encourage experienced teachers to initiate interaction with beginning teachers."

The obstacles that have impeded mentoring in public school education are also present in colleges. Hegler notes:

Many beginning teachers are hesitant to ask for assistance from experienced teachers or administrators because this may signal incompetence. Many experienced classroom teachers are equally hesitant to offer assistance because they do not want to imply that the beginning teacher is ineffective or incapable of succeeding independently. Thus the beginning teacher is subject to professional and social isolation at a critical time. Professional and social isolation is perceived by the beginning teachers because 1) they are not aware of local procedures for collegial decision-making and cannot contribute to the process; 2) experienced educators are unlikely to seek their opinions or ideas; and 3) as a new member of the community, they have no rapport with the professional staff.

Hetherington and Barcelo (1985) point out that "academic women can expect to be in marginal positions for years to come." They view this slow progress in higher education as especially onerous with respect to females who are Black, Hispanic or Asian. The authors then urge the use of "womentoring" as a technique which can aid women who "continually struggle to acquire and maintain administrative positions in colleges and universities."

An article by Judith Dodgson (1986) reports the results of research conducted under a grant from the Social Sciences and Humanities Research Council of Canada, which examined "the influence of mentors on the careers of Canadian women in educational administration at the elementary and secondary school level... The research concluded that women in the field of education do need mentors for greater career mobility." This conclusion parallels findings in the business world that "sponsors are important to men's success in organizations and absolutely essential for women's success." (Hetherington and Barcelo, 1986)

Dodgson emphasizes that "women seem to be generally unaware of this avenue of progression... In fact, most women do not even know this informal system exists." She also points out: "most authors agree that mentors are needed throughout the entire career" and that her research confirmed this need since "a series of mentoring relationships was common among the specially-selected women interviewed."

Dodgson defined a mentor as "a trusted and experienced counsellor who influenced the career development of an associate (protégé) in a warm, caring relationship."

DEFINITION OF MENTOR

While there may be consensus regarding the value of mentoring, there is considerably less agreement concerning what mentoring is and what form it should take on college campuses. Since higher education is a distinct world of its own, it might be expected that college mentoring will exhibit unique features not characteristic of government, business or public schools.

The diversity of definitions for mentoring is evident in the terminology applied to the various formal programs in existence around the country. The California program designates "mentors," and in North Carolina they are termed "mentor teachers." The Oklahoma program uses the phrase "teacher consultants" and the New York City 1987-1990 contract with its teacher union designates mentor-teachers as "intervenors." That conceptual clarity is yet to be achieved is evident from Dodgson's (1986) observation that "a review of the literature indicates that the definition of a mentor is elusive and varies according to the view of the author." For the purposes of her research, Dodgson defined

a mentor as "a trusted and experienced counsellor who influenced the career development of an associate (protégé) in a warm, caring relationship."

MENTORING ON CAMPUS

With Dodgson's definition of a mentor in mind as a workable one within the college setting, one can then reflect on the advantages of intensifying mentoring activities on college campuses, as discussed earlier in this article. One may also wonder why the mentoring "art" remains at such a low stage of development in colleges despite strong arguments that support the urgency of implementing this valuable technique.

It is possible that the low level of mentoring in higher education can be attributed to a number of uncertainties which require further thought and study. Some obvious questions are:

1) Is an official mentor status, similar to the California and New York City public school programs, appropriate for college systems?

2) Does the necessary emotional element in a well-functioning mentor/protége relationship render organized intervention inappropriate? Gerstein (1986) identified studies indicating that informal programs, which tend to be monitored by colleges, "function best on an individual basis."

3) Should the time and effort required for mentor activities be recognized by a college as equal in value to other activities, such as teaching and committee work, which further the well-being of the college community?

4) Should mentoring be focused not only on junior faculty, but on students as well? A thought-provoking article by Tacha (1986) strongly urges colleges to promote formal mentor/tutor programs for carefully selected honors students. The nature of the program is implied in the recommendation that "the mentor (who should have broad interdisciplinary and avocational interests) must be willing to contribute significant time to the development of personal relationships with the honors student." Furthermore, "major academic administrators... must make certain that this contribution is recognized in the reward system."

5) Is willingness to mentor enough to qualify? In one California school district, which reported successful use of the statewide mentor program, "mentors expressed a desire for further training (and) consultants were hired to provide professional growth workshops for all mentors on adult-learning theory, presentations skills, and classroom observation and peer coaching." This instance involved "twenty mentors" (who) were selected for two-year terms after an intensive application process that included essays and interviews." (Berger and Perino, 1986) If carefully selected mentors regularly require additional training for successful functioning in schools, can parallel college programs satisfy similar needs through wholly unstructured arrangements?

...the relatively few women who have achieved senior status in the system have a special responsibility to serve as mentors themselves and to encourage mentoring opportunities for their junior colleagues.

CONCLUSION

The gap between mentoring possibilities and actualities in higher education is especially deleterious for females who are just beginning college teaching/administrative careers. Although male mentoring in colleges has not been an overly organized activity, it is a significant element in the traditional networking system which has resulted in overwhelming male dominance in senior-level college positions. To mitigate the effects of this traditional and continuing male focus, both women entering higher education professions and women who have been in the system for some time must increase the use of mentoring as a tool for advancement. Likewise, the relatively few women who have achieved senior status in the system have a special responsibility to serve as mentors themselves and to encourage mentoring opportunities for their junior colleagues. ◆

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The Asilomar Leadership Skills Seminar: New Leaders for California's Community Colleges

Pamila Fisher, Ed.D.; Ruth Hemming, Ed.D.; Robin Richards, Ph.D.

Equity and excellence are American Association of Women in Community and Junior Colleges goals which rely heavily upon the presence of women in key leadership positions within community colleges. Thus, drawing upon the successful experience of the National Institute for Leadership Development as a training program for such women, a similar program was developed in California. This article reports the findings of a follow-up study of the 300 women who participated in one of four Asilomar seminars to determine the impact of this training on their professional lives.

The American Association of Women in Community and Junior Colleges exists to promote equity and excellence in our colleges. One critical factor in the achievement of that goal will be the number of women who serve in leadership roles within the community college system. Such leadership not only will demonstrate equity, but also will serve to promote more strongly those practices that ensure student access and success.

The Asilomar Leadership Skills Seminar was created in order to provide the information, skills, motivation, and support that would lead to more women in leadership positions within the California Community College system. A critical review of its origin, its format, and the results of its activities should be of interest to all those concerned about leadership in community colleges generally, and among women specifically. With appropriate local modification, this seminar can serve, if not as a model, at least as a starting point for those colleagues interested in developing such a program in their state.

ITS ORIGIN

Approximately five years ago, several California community college women attended a national seminar in Seattle entitled "Leaders for the 80's." Sponsored by the American Association of Women in Community and Junior Colleges, the seminar was designed to enhance the leadership potential and performance of community college women. The goal was to increase the numbers of women who hold key senior administrative positions in these colleges.

The Californians were so impressed with their experience and with the need for reaching more colleagues in their own state that they immediately began strategizing how a similar event could be staged in California. Using their personal networks of professional contacts and sheer nerve, they proceeded. With limited funds, they made a deposit for housing and announced to the world that the Asilomar Leadership Skills Seminar would occur in February 1984. It did—and again in 1985, 1986, and 1987. Since that time, the Seminar has gone from a controversial activity viewed with skepticism to a mainstreamed annual event for which the competition to attend is keen.

ITS SPONSORSHIP

The Seminar began under the auspices of the American Association of Women in Community and Junior Colleges as a Region IX event. Soon after, it gained the co-sponsorship of the California Association of Community Colleges. After some rough spots in the road, a special vocational education grant was acquired by Yosemite Community College District. The gender equity grant's purpose was to increase the percentage of women in vocational education administrative posts. The grant of $20,000 has been renewed annually and is now in its fifth year, subsidizing the participation of 100 vocational educators. Fortunately, the co-sponsorship of the Seminar by the two other organizations (AAWCJC and CACC) and by individual college districts, made possible participation by 200 other community college educators as well.

ITS FORMAT

The Seminar consists of five intensive days of activities held at the Asilomar State Conference Grounds. The informal surroundings on the Pacific Ocean are ideal for the work, reflection, and networking that make the Asilomar Leadership Skills Seminar what it is. Each group of competitively selected women participates actively from dawn until the late hours of each night. Representing colleges from throughout the state and various college or district positions, these women bring to the Seminar a wealth of experience and knowledge.

During the week, many timely topics are discussed. These include leadership styles, governance, budgets and funding, business and education linkages, planning for the future, resource development, student demographics, management skills and other issues related to student services and instruction. Several sessions also focus on personal and professional growth, goal setting, and career search skills such as resumés and interviews. Each of these activities is led by an acknowledged leader in the state of California. Approximately 98 percent of the presenters are women.

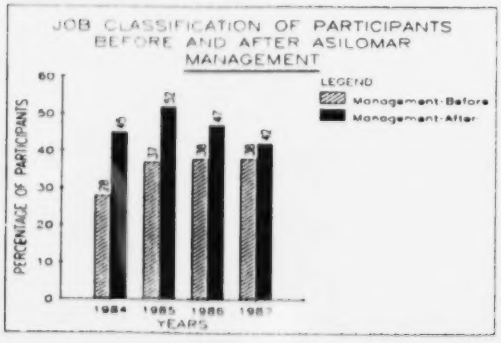
Several activities are conducted after the Seminar in order to maintain and broaden the network. Regional one-day conferences have been held in approximately a dozen locations. These are organized by Asilomar "graduates," and sometimes seed money is provided by the project funds. Another major activity is the hosting of an annual Recognition Reception for all previous graduates. This event is held in conjunction with a large annual community college convention and is attended by college presidents, Asilomar graduates, their mentors, and prospective applicants. Continued contacts and visibility have been found to contribute to the Seminar's overall impact.

ITS RESULTS

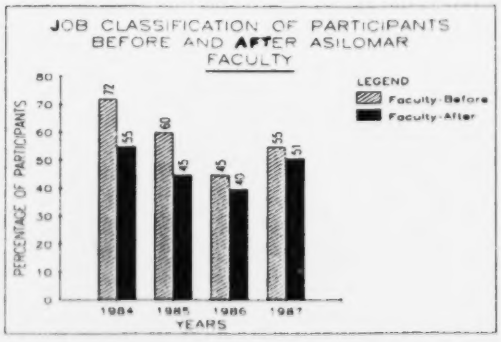
In Summer 1987, a survey was conducted of the 300 women who had participated in one of the four Asilomar Leadership Skills Seminars. The purpose of the research was to determine how the graduates evaluated the seminar experience and its effect on their professional lives. Only one contact was made and the response rate was approximately 60 percent, with the percentage being higher for more recent years. The following narrative and graphs describe the outcomes of the Seminars.

Graphs 1 and 2 indicate the professional positions of the participants during the Seminar and in June 1987. Overall, the percentage of managers in the group increased by 27 percent. Perhaps more important are the responses to the question regarding a change in professional responsibilities (graph 3). The responses ranged from 87-88 percent for the 1984 and 1985 classes, to 34 percent for the 1987 class. Clearly, the participants have grown professionally, but it also takes time for upward movement to occur. On the other hand, the most recent class had the largest positive response (80 percent) to having their plans/goals influenced by the Asilomar experience (graph 4). However, more than 63 percent of each cohort reported changes in professional status.

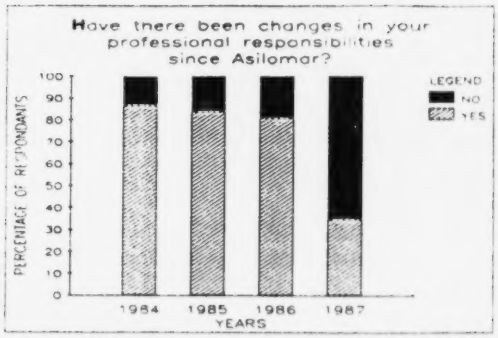
GRAPH 1



GRAPH 2



GRAPH 3



GRAPH 4

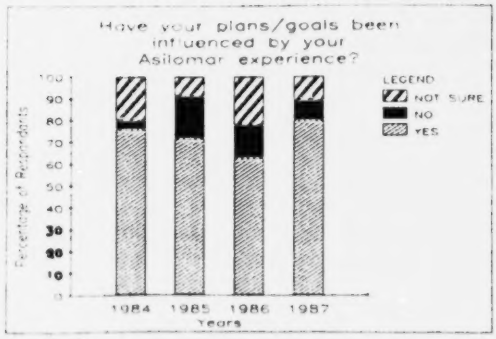


TABLE 1

	How valuable was the Leadership Skills seminar for you? (average 1-10 scale)	Has the Seminar affected your professional career development? (average 1-10 scale)
1984	8.60	7.86
1985	8.06	6.11
1986	8.05	6.88
1987	7.56	4.78

Graduates were asked to rate the value of the Seminar for them personally and the extent to which the Seminar had affected their career development (Table 1). On a scale of 1-10 (10 being the highest), the participant classes' responses ranged from 7.56 (1987) to 8.6 (1984) on the personal value question. Professional effect responses ranged from 4.78 to 7.86. Again, the earliest class rated the Seminar as having more impact. This is not surprising since it takes time for the professional changes to occur.

Planners and sponsors of this, and other, seminars need to know specifically the value of such an activity. Table 2 depicts the way each class evaluated eight facets of the program. On a scale of 1 to 5 (5 being highest), scores ranged from 3.4 to 4.4. It is interesting to note that with one exception, there is very little difference in the responses between classes.

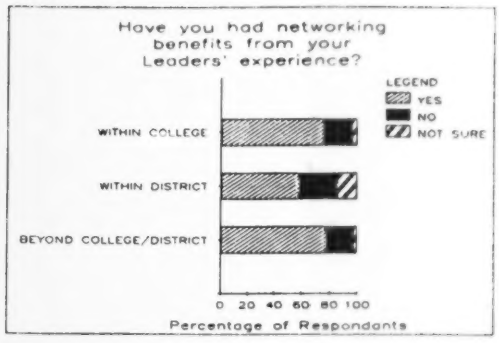
Networking is one of the skills that is reinforced during the Seminar, and it was expected that contacts made there would be of benefit later. Graph 5 illustrates the extent to which this was true. While all class responses were high, apparently there has been more benefit outside the district and inside their own colleges.

TABLE 2

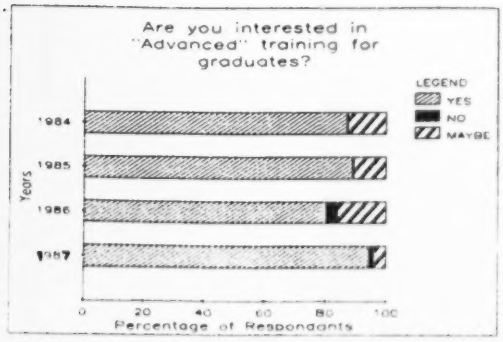
What was the value of various activities? (average 1-5 scale)

	Goal Setting/ Clarifying	Networking	Observing	Content	Perspective	Understanding	Interacting with Participants	Interacting with Staff
1984	3.79	4.25	4.29	3.81	4.08	4.09	4.45	3.95
1985	3.44	3.97	4.11	3.56	4.00	2.67	4.04	3.48
1986	3.54	3.73	4.25	3.90	4.26	4.11	4.07	3.69
1987	3.76	3.86	4.11	3.86	3.90	4.05	4.19	3.66

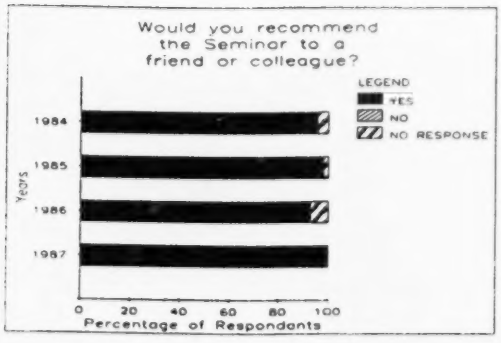
GRAPH 5



GRAPH 6



GRAPH 7



As a way of both looking back and looking forward, graduates were asked if they were interested in advanced training (graph 6) and if they would recommend the Seminar to a friend (graph 7). With 85 percent indicating they were interested in more training and 97 percent saying they would recommend the Seminar, the final evaluation is overwhelmingly positive.

With 85 percent indicating they were interested in more training and 97 percent saying they would recommend the Seminar, the final evaluation is overwhelmingly positive.

The original goals of the Asilomar Leadership Skills Seminar have yet to be fully realized. However, the existing evaluations dramatically demonstrate that the Seminar has significantly affected many women. Numerous local and state activities related to leadership development have occurred as a result of the interest and momentum generated by the Seminar. The full impact on California's Community Colleges will probably continue to unfold for years to come. In the meantime, it is rewarding for all those involved in the Asilomar Leadership Skills Seminar to work with, and observe the professional development of, California's finest community college leaders! ◆

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Dr. Richards did the research analysis and graphics; she is Director of Research at Yosemite Community College District.

Women and Work: Comparable Worth in Community Colleges

Gaye Luna, Ed.D.

The comparable worth concept could be applied to remedy current disparities between men's and women's earnings by awarding equal compensation for jobs which are different in content but of comparable value to an employer. However, the policy of comparable worth would impose substantial economic, social and political costs for higher education as well as business and government. A study by the author predicted the possible consequences of implementing comparable worth policies in community colleges and concluded that voluntary compliance might be the best alternative.

Women's work is undervalued everywhere, and the United States is no exception, according to Gold (1983). In fact, the American belief that a women's place is only in the home and that women were created intellectually inferior and morally weaker appears to have assumed the dictates of a cultural decalogue. However, culture and its many human expressions are as variously treasured and disdained as there are eyes of beholders, as Judith Murray wrote some 200 years ago:

Is it upon mature consideration we adopt the idea, that nature is thus partial in her distributions? Is it indeed a fact that she hath yielded to one half the human species so unquestionable a mental superiority?... May we not trace its source (of this judgment that men are intellectually superior to women) in the difference in education and continued advantages?... Is it reasonable, that a candidate for immortality, for the joys of heaven, an intelligent being,... should at present be so degraded, as to be allowed no other ideas, than those which are suggested by the mechanism of a pudding, or the sewing of the seams of a garment? (Flexner, 1959: 16)

Research indicates that, historically, sex-based wage discrimination has pervaded the labor market as a result of combined social, cultural, and economic factors which have contributed significantly to poor compensation for women workers. According to Grune (1979: 87), persistently low wages for women have resulted from the following practices:

1. unequal pay for equal work;
2. denial of promotion and transfer opportunities into "men's" occupations;
3. inappropriate classifications of duties performed by women into lower paying grades;
4. short career ladders in female-dominated occupations;
5. entry requirements not integrally connected to job performance, thus blocking women without these credentials from higher paying jobs;
6. low minimum wage laws which often do not apply to some women's occupations;
7. violation of labor laws by employers to prevent women from organizing; and
8. the depression of wage rates for female-dominated occupations and occupational classes.

While most of these practices still exist in the United States, their effects have been reduced somewhat by social, political, and legal interventions. To this very day, however, the median wage or salary for female workers, as determined by the U.S. Department of Labor, is only 68 percent that of males ("Ruling Against Comparable Worth Praised, Denounced," *San Diego Union*, 9/6/85: A-8). Supporters of wage equity believe that this fact alone is indicative of sex discrimination and advocate intervention through the application of the comparable worth concept to reduce the wage gap between men's and women's average earnings (See: e.g., Bellace, 1984; Langford, 1985).

The concept addresses wage disparities by awarding equal compensation for jobs which are different in content but of comparable value to an employer. Thus, dissimilar jobs would receive equal pay if criteria (e.g., skill,

effort, and responsibility) used in determining the worth of the jobs to an organization resulted in a judgment that certain positions were comparable.

Generally, the courts have been hesitant and unwilling to deal with the complexities of comparable worth. The Supreme Court decision in *County of Washington v. Gunther* (1981) was the Court's first foray into pay equity outside the context of equal or substantially equal work. As recently as 1987, the Seventh Circuit Court of Appeals grappled with the comparability of jobs and an employer's willfulness in descriminating between women's and men's pay (See: *EEOC v. Madison Comm. United School Dist. No. 12*).

From a legal standpoint, it should also be noted that legislatures are still free to adopt statutes and ordinances requiring the implementation of comparable worth policies. For example, the Federal Employees Compensation Equity Act, Senate Bill 552, is currently awaiting action by the United States Senate. Pay-equity advocates are diligently watching the outcome of this important piece of proposed legislation.

If the comparable worth concept were accepted as a means to equalize the distribution of male and female incomes, there are known economic policies which could achieve the desired results. The question, then, becomes one of whether society is willing to bear the economic, social, and political costs that these economic policies would impose. These considerations are significant not only to business, industry, and government, but also present crucial questions for community colleges and other higher educational institutions.

The task of addressing such considerations — which in reality will ultimately be that of making hard choices — promises to be complex indeed. For one thing, the possibility of comparable worth being mandated — whether by judicial ruling, enactment or enforcement of a federal or state law, collective bargaining agreements, or local option — is only one of a large number of challenges presently confronting the community colleges. Perhaps the current situation was best summed up by Dr. Leslie Koltai (1980: 6), Chancellor of the Los Angeles Community College District, when he commented: "The *status quo* [italics mine] is no longer an option." He added that a combination of uncertainty regarding funding and "enrollment slumps, collective bargaining agreements, redefined taxpayer priorities, legislative scrutiny, declining academic performance, and the advent of student consumerism" had contributed to a pace of change and a mix of unresolved problems unparalleled in community college history.

Certainly, a critical factor in the implementation of wage equity in education would be the monetary impact. Although specific estimates for remedying wage discrimination in educational work settings are unknown, Cook (1983) noted that the litigation costs of fighting wage reform in Minnesota's state university system were more than the amount needed to raise the salaries of women's wages to equal those of men.

The question, then, becomes one of whether society is willing to bear the economic, social, and political costs that these economic policies would impose.

Eleanor Holmes Norton, former chairperson of the Equal Employment Opportunity Commission, asserted: "Ultimately," comparable worth may well "have the same impact on the nation as school desegregation did in the 1950's" (Milkovich, 1980: 36). It is in this context that decision makers should study the comparable worth issue and its potential impact on community colleges.

FORECASTING THE EFFECTS OF COMPARABLE WORTH

In 1986, a predictive study of the possible effects if the compensatory remedy of comparable worth were applied to classified employee salary schedules in community colleges was completed by the author. A Delphi research approach was utilized to allow selected San Diego County, California, community college personnel directors and classified staff bargaining agents to forecast social, political, economic, administrative, and institutional implications of comparable worth implementation in education.

Though the research focused on classified salaries, i.e., those community college workers

who are employed in nonteaching, noncertificated positions which have "designated titles, a regular minimum number of assigned hours per day, days per week, and months per year, specific duties..., and regular monthly salary ranges" or hourly rates of pay (California Annotated Education Code, Section 88001 [West]), the study results may be indicative of those concerns facing women workers in general.

With some experts predicting that 63 percent of the women in the United States will be employed in 1990, taking two of every three newly created jobs ("Women on the Job," *San Diego Union*, 11/29/85: B-10), women's presence in the labor force will continue to be an integral part of society and the economy, and comparable worth is a concept which, sooner than later, will come to fruition.

A summary of major social, political, economic, administrative, and institutional effects of the implementation of comparable worth in community colleges follows, as predicted by the study previously mentioned.

If comparable worth were implemented into classified employee salary scales, the most significant implication predicted would be competition between sexes and possible resentment by males occupying male-dominated, blue collar positions.

Social Implications in Education

Comparable worth cannot be considered out of the context of work behaviors in general, nor out of the broader societal context of the community college environment. Thus, social implications are defined as those considerations or issues related to the occupational and organizational behavior and attitudes of employees within the work setting of a community college.

If comparable worth were implemented into classified employee salary scales, the most significant implication predicted would be competition between sexes and possible resentment by males occupying male-dominated, blue collar positions, particularly if such jobs were recommended for wage downgrading. Therefore, clarification and support of the comparable worth concept would be crucial in implementation.

Political Implications in Education

As Bowen (1982) noted, special interest groups have been increasingly active and influential in American society, and educational institutions have experienced pressure from a multiplicity of organizations on and off campus—pressure which can be described succinctly as who gets what, when, where, why, and how.

Within the framework of comparable worth, political implications, defined as those considerations or issues related to a group(s) of persons united to pursue common goals and interests and/or make decisions within the community college infrastructure, were easily predicted. In fact, Johansen (1984) in reviewing wage equity surveys of state personnel directors noted the importance of political issues in comparable worth implementation and found the following factors influential: the relative power, interest, and activism of individual groups (e.g., unions); the comprehensiveness of the state collective bargaining law; and the tenor of labor relations in general.

Political questions of "Who should evaluate job classifications?" and "How should collective bargaining interface with a comparable worth plan?" would likely arise if comparable worth were implemented. Moreover, it was predicted that individuals and groups vying for committee participation and input would place direct pressure on the unions, administration, and the governing board to comply with comparable worth.

Economic Implications in Education

Achieving a goal of comparable worth is integrally related to the quantity of resources that will be needed to meet that goal; thus, with more community colleges facing fiscal constraints, comparable worth implementation would be very difficult without increased or special funding. Consequently, comparable worth becomes a question of how to balance fairness with fiscal responsibilities and how to obtain additional resources.

Economic implications, defined as those considerations or issues which would be re-

lated to the efficient planning, expenditure, and management of a community college's fiscal, human, and material resources, would be significant. A reduction in the number of employees and a reduction in services to the community were forecast as major effects of comparable worth.

Administrative Implications in Education

Comparable worth has not yet been defined operationally or associated with any accepted measurement device; therefore, the determination of comparable worth classification systems and criteria would be difficult. There are often problems trying to evaluate properly the same classification from employer to employer, and establishing equivalencies among dissimilar jobs would further compound an already complex classification system. Moreover, clear and comprehensive guidelines generally do not exist in public personnel administration to assist managers in responsibly administering highly politicized systems.

Administrative implications, defined as those practical considerations or issues related to the administration of a comparable worth salary structure for classified employees, would require the development of an ongoing mechanism to monitor, evaluate, and update a comparable worth classification system. As Watt pointed out, "Many communities that claim that they have adopted an operational pay equity system" have found that "study and time are revealing a deep need for a refinement of instrumentation, rules, and procedure." (1983: 27)

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There is no doubt that additional personnel and time would be necessary, and a comparable worth classification system would be enhanced if it were computer-based.

Institutional Implications in Education

Remick and Steinberg (1984: 285), in noting the possibility of comparable worth becoming an institutionalized feature of equal employment policy, also stated that wage equity "contradicts fundamental economic assumptions, stretches legal interpretations, challenges stereotypes of women workers, and causes scrutiny of accepted management tools." Thus, institutional implications would unquestionably arise from the implementation of a concept which is complex in nature and sophisticated in application. Further research will be necessary to predict the global effect of comparable worth on the community college as an institution.

FUTURE OF COMPARABLE WORTH IN EDUCATION

What is certain is that community colleges must be aware of the comparable worth concept. As Rothchild (1984) noted in her legal and business analysis of comparable worth, the public sector is the most promising place to combat sex-based wage discrimination by establishing a compensation system based on wage equity. Using governmental units as model employers, in Rothchild's view, makes sense from both an awareness of practical political implications and from an economic point of view. Most state and federal governments already have mechanisms in place which identify the underpayment of female employees. Moreover, governments are major employers in job categories such as secretarial and nursing, examples of female-dominated jobs which have typically suffered from sex-based wage discrimination. Rothchild speculates that the costs of rectifying wage inequities may be less objectionable if they are made to fall on the public sector and not on private employers.

Nevertheless, the implementation of comparable worth in community colleges is more complicated and will require further examination. The possibility of comparable worth policy resulting from federal statutes, federal court decisions, state legislation, local governing board mandates, or collective bargaining will encompass economic, political, and social considerations of great complexity. Thus, educators would be wise to listen to the advice of one personnel specialist:

Understand that job evaluation is a process...[Schools] must establish the basis on which they are willing to pay for certain values and ensure that these values are nondiscrim-

inatory. Examine the process you use for placing jobs in value relationships to each other... Test these values against court rulings and ensure that your system could withstand legal scrutiny. If you have problems, begin researching a systematic approach to establishing proper values and place your employees accordingly. (Fulghum, 1983: 403).

Jacobs (1985: 17-18) outlined those steps required for consideration and development of implementation strategies:

1. Review your existing work force to determine if there are gender-based job clusters. If there is such a concentration, you may have a problem.
2. Review and evaluate your job classification system so that job duties and criteria are accurately reflected and objectively evaluated to determine the comparability of positions.
3. Solicit input from your employees and their representatives. This will insure open communications and may either diffuse a potential problem or assist you in determining that there is no problem.
4. If you have not been evaluating job titles based upon uniform criteria, that is, skill level, mental demands, accountability, working conditions—do so immediately.
5. What if you have failed all of the above and believe you have a serious pay-equity problem? Then do a complete statistical analysis of your work force so your facts are clear.
6. Identify those job titles that are predominantly female and focus the duties and evaluation criteria. If you are finding a concentration by sex and non-objective criteria, take remedial measures.
7. Public employers that identify a problem may possibly, through negotiations, phase in more equitable salaries over a period of time by graduated appropriations.

...the public sector is the most promising place to combat sex-based wage discrimination by establishing a compensation system based on wage equity.

CONCLUSION

Generally, taking voluntary corrective measures to alleviate wage disparities can prevent problems from arising in the comparable worth implementation process. As Weeks and Organ (1986: 228) stated, "The more successful a school is at voluntarily integrating its work force, the less vulnerable it will be to discrimination claims."

The compensatory concept of comparable worth can be viewed as one which may affect working relationships, create political strife, increase or redistribute costs, and compound the job evaluation process, particularly in development and implementation stages.

On the other hand, college districts which embrace comparable worth may reap greater benefits from increased satisfaction, morale, and production from women workers. Women heads of household can hope to gain greater financial independence and a higher standard of living. Likewise, larger paychecks for women may increase contributions to social security and other pension and retirement systems, thereby allowing larger entitlements as a woman matures. Perhaps most important of all, paying men and women equally for work of comparable worth will create new life and work patterns which allow them all greater possibilities for realizing their potential. ◆

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The Leader's Project: Process and Product That Work

Gail James, Ph.D

Being chosen to participate in the "Leaders for the 80's" program in 1982 gave me the opportunity to grow and develop as a professional. Even more importantly, I had the pleasure of discovering a network of strong, creative women who were making major contributions in community colleges across the country. When it was time to devise a plan for my sabbatical year 1986-87, I decided to spend several months at the National Institute for Leadership Development observing how this successful program works and evolves.

Under the direction of Dr. Mildred Bulpitt and Dr. Carolyn Desjardins, the National Institute for Leadership Development (Leaders for the 80's) has provided significant professional development opportunities to women in two-year institutions since its initial funding by the Fund for the Improvement of Postsecondary Education (FIPSE) in 1980. With the continued support of the American Association of Women in Community and Junior Colleges and the Maricopa Community College District, the Institute fulfills its mission to offer training and encouragement to women seeking leadership roles in community college administration. Drs. Bulpitt and Desjardins have created and sustained the program with vision and vigor.

Participants in the program, known as "Leaders," report impressive gains in knowledge, competencies, personal confidence and consequent career movement. Such demonstrable success can be attributed to the multifaceted nature of the program, which is comprised of several key elements: selective application process, intensive workshops, senior administrative mentoring, participative networking and a campus project which each leader initiates, develops and completes. The campus project is designed to promote administrative skills, and also gives the participant enhanced visibility and influence as she responds to her college's needs and contributes to its improvement.

The diversity, scope and impact of these Leaders' projects impressed me greatly during my sabbatical internship at the Institute. As I reviewed them with the intention of developing a project manual, I came to see them as dynamic evidence of the talent, commitment and effectiveness of the Leaders, and as excellent examples of the very real advances occurring on our campuses.

Some projects are authentically innovative and deserve individual publication; many are extremely interesting and merit attention; all of them demonstrate how capable of leadership the Leaders are. Therefore, I have chosen to highlight a number of 1987 projects which, while addressing particular campus issues, should have wider notice and could have wider application.

Falling into general educational categories (administrative concerns, faculty and instructional issues, student services, funding, marketing, staff development, technology, etc.), the projects often take a novel approach to a problem many campuses may face. While difficult to measure innovation, it is important to acknowledge the interesting ideas which are being brought to life by Leaders each year.

I. ADMINISTRATIVE/INSTITUTIONAL CONCERNS

Long Range Planning: Facilitating the Transition from Idea into Practice.

Katherine Montgomery, Davidson Community College, Lexington, NC.

This project initiated a planning model; the Leader coordinated the research and established, with her president and vice-president for planning and student services, a working basis for seeking board of trustees support. Identifying planning already taking place on campus and then encouraging further goal-setting were major aspects of the project. As the planning process model evolved into policy, a real, although unstated, objective was realized: to take planning, as Montgomery states, "from the back burner to the front burner."

Montgomery, a Division Chair of Fine Arts and Humanities, cites the creative satisfaction of envisioning an idea through to completion. She acknowledges the two-fold learning she acquired: how to make an idea work on campus, and how to use this experience to further her research goals for post-graduate work.

Development of an Academic Management Information System.

Cathy Henderson, Sheridan College, Oakville, Ontario, Canada.

This project sought to redesign the college's internal financial reporting package to reflect the needs of academic departments and capabilities of the college financial system. Increased knowledge of how campus units operate is a natural result of such a project, since there is always a delicate balance among domains and information. The research and subsequent analysis have resulted in regularized meetings between academic and financial sectors, thus meeting the goal to improve systems and strategies.

Henderson, Dean of Merchandising, found her project to be good practice for developing administrative skills. While "surprised at the consensus" she discovered, she credits the success of her project to administrative support and the viability of the final recommendations for communication and integration.

A Survey of Communication.

Catherine Folio, Brookdale Community College, Lincroft, NJ.

This project is notable for its process-oriented goal: to assess organizational communication flow, needs and satisfaction within and between operational levels; to identify strengths and weaknesses within the communication system, and to make recommendations based on the findings. Specific methods of data collection, including a reliable communication measurement instrument and involving campus-wide samples, identified patterns and problems, and enabled the college to analyze communication needs and make improvements.

Folio, a faculty member in mathematics, is enthusiastic about the practical results and immediate benefits which emerged from her project. Increased understanding of formal and informal communication—crucial to effective organizational coordination, decision-making and job satisfaction—was a direct consequence of the project.

Leavenworth Area Satellite Project.

Merlyne Hines, Kansas City Kansas Community College, Kansas City, KS.

Attempting to respond to growth and service concerns, this project focused on designing the initial needs assessment research, then developing the action and operational plans for an out-district off-campus satellite office and class site. Involved with public officials and business interests, as well as instructional and financial administrators, Hines was responsible for all phases of the project, from renovation of the site to final staffing and scheduling.

Hines, Director of Off-Campus Education, reports a nine percent (9%) enrollment increase upon opening; she was most satisfied with the experience gained from infusing a "living, breathing soul" into a plan.

II. STUDENT SERVICES/RETENTION

Student Development Model (Orientation 101).

Carol Scott, Massachusetts Bay Community College, Wellesley Hills, MA.

Projects focusing on the Student Development Model are numerous. This project uses a course as the basis for development of intellectual and interpersonal skills and values. The personal growth needs of students, so often unattended, are organized into a one-credit Orientation 101 course for all freshman students. The course has been structured into three units totaling sixteen lessons. Unit One: college structure and resources; goals and values discussion. Unit Two: personal and academic responsibilities; confidence; study skills; substance-abuse awareness. Unit Three: life skills; career development; job placement; health and wellness.

Scott, who is Dean of Students, reports that the course is developing well; the advisement is solid. The academic module, including testing and placement, works well with the guidance system and financial aid components. The institution's investment in the project has been encouraged by the successful enrollment figures, which include sixteen percent (16%) minorities, international students, handicapped, veterans and adults re-entry students.

Meeting the Needs of Changing Demographics.

Ding-Jo Hsia Currie, Long Beach City College, Long Beach, CA.

Student-oriented projects frequently serve specific groups. This project addresses the area's greatly increased Asian population with surveys and needs assessment analysis to improve the college's recruitment, retention and services to Asian students.

Currie, Coordinator of Refugee Programs, hopes that, as it moves from data collection to an action plan, the project will increase awareness of cultural differences and needs on campus and in the community.

Support Systems for Retention of High-Risk/ Minority Students.

Maris Lown, Brookdale Community College, Lincroft, NJ.

Designing improved support systems requires a campus-wide admissions philosophy and marketing approach. This project's activities included workshops to discuss the changing nature of the student population and handling the disadvantaged student. The skills demanded by the nursing curriculum required altered admissions and testing policies and sustained learning support groups to prepare students for the coursework. Peer remediation was a special feature of this project, which also included problem-solving, critical thinking and self-esteem components.

Lown, Director of Nursing, saw her project as a means of recruiting future students by helping the "academically disenfranchised" to prepare for educational and career opportunities. She praises the "wonderful part" of her experience: the faculty who gave support and serious attention to her project idea.

Drop-Out Prevention Strategies for Minority High School Students.

Susan Malter, Broward Community College, Pembroke Pines, FL.

The goal of this intervention project was to increase the retention of high-risk high school students; objectives included communication improvements between high school and community college staffs, identification of alternative funding sources and development of career resources.

Malter, Dean of Student Development, found her project especially satisfying after the implementation of a "winner's circle" which highlights the success of these students. Another gratifying factor has been the closer linkage among high schools, this college and, recently, corporate interests such as IBM. Malter credits the Leaders program for her success because her project "wouldn't exist" without such support and incentives. Her idea is now helping students to improve their lives and communities.

III. COMMUNITY SERVICE

The Changing Student Population: Meeting Present and Future Challenges.

Cheryl Jackson, Atlantic Community College, NJ.

The community service potential of this project is an example of the diverse outreach of community colleges. The project set out to create partnerships among youth service providers, and to establish a comprehensive service delivery plan for academically and vocationally deprived youth. It became a polished liaison program, interfacing with agencies, advocates and public officials, and offering both in-school and out-of-school young people sources of hope and help.

Jackson, Supervisor of Youth Programs, was enabled, by the admirable "collective effort" of college and county, to demonstrate her commitment to youth services.

Volunteer Program.

Marietta Advincula, Truman College, Chicago, IL.

This novel project initiated a plan to recruit volunteers for campus support services and, in a second phase, to recruit staff, faculty and students for volunteer service in community organizations. This involved linking service needs with available talents and skills in both the institution and the community.

Advincula, Assistant Dean of Adult/Continuing Education, sees this as a marketing project both on and off campus; she serves as recruiter, interviewer and advocate of the college to the community, and as a college resource person for the uptown locality.

The Heartland Resource Center for Food and Farm Issues.

Rebecca Cramer, Johnson County Community College, Overland Park, KS.

This project addresses an information communication problem between rural service organizations and urban food agencies in Kansas and Missouri. By setting up a clearinghouse of materials and by establishing connections among agencies, interested persons and the college, the project represents a significant educational effort to improve social conditions. The catalogue produced will be evaluated for utility and quality.

IV. CURRICULUM

Casper College Commuter Degree Program.

Ruth Doyle, Casper College, Casper, WY.

The desire to reach more students more effectively was the impetus for this project. In order to attract the geographically isolated student, a new schedule track was offered, consisting of a course load taken exclusively on Tuesday and Thursday and leading to an Associate of Arts or Associate of Science degree. Block scheduling in sequence would allow for degree completion in five to six semesters, while rotating existing classes to allow entry of new students each semester. Monitoring of advisement to facilitate retention and coordination with faculty and administration to assure flexibility and quality are important components of the commuter program.

Doyle, who works in Counseling Services, considers the initial phase of the program to be successful, with newly recruited students commuting up to 200 miles per day. While marketing the first commuter degree in the state and providing accessible education as a means of upgrading the educational level of the state, Doyle also used the commuter project to revitalize her institution's visibility.

Assessing Entry Level Academic Needs in Computer Integrated Manufacturing for the Dislocated Worker.

Ann Timm, Gateway Technical Institute, Racine, WI.

In a locality of problematic economic shifts, the dilemma of the dislocated worker is being addressed by the skills assessment orientation of this project. Through counseling and field testing, academic entry levels are established and remedial curriculum developed. Training

contracts with the area's trade and industrial community provide support for workers' retraining.

Timm, in remedial education and adult learning, considers this a workable project and an essential one for a technical college to undertake for its service area.

Strategic Marketing as a Key to Curriculum Development.

Lilia Bumbullis, Mohane Community College, Kingman, AZ.

This project seeks to approach curriculum development according to sound business principles: to devise a scanning system as a management tool that encourages the creation of programs that are timely, maximizes new trends, and matches appropriate courses, programs and services with the needs of specific target markets.

Bumbullis recognizes the traditional perspective which impedes administrators and faculty from fully utilizing contemporary marketing and media techniques. Her idea, which is still in an exploratory phase, attempts to coordinate academic and management effectiveness, creating programs that cultivate enrollment and satisfy student-customer needs.

V. WELLNESS

Increasing awareness of health and wellness concepts has stimulated projects which focus on fitness, substance abuse and personal well-being of employees. The following example takes the concept to the community as well.

Model for Co-Sponsored Wellness Promotion Center.

Katherine Bracey DeTone, Macomb Community College, Warren, MI.

This project proposes the organization and operation of a wellness center that allies the community college with a community hospital. Such a partnership is a new and total approach to health and well-being that promises to serve its population very well.

DeTone, Assistant Director of Programs and Continuing Education, is still engaged in the developmental stage of the project model. She is enthusiastic about the venture's imminent realization and reports that both college and hospital administrators are moving toward formalizing agreements.

The potential of this model is particularly attractive for both institutions as a means to expand wellness programming already jointly sponsored, such as vegetarian cooking and massage classes. Education and training for health professionals is also envisioned. DeTone expects her project to help the community to "live healthier longer."

VI. INSTITUTES

One interesting recent trend among community colleges is the setting up of institutes; some are established as an internal, special feature within a program or department, while others are separate, autonomous entities with a specific mission.

Pima Community College Institute Model.

Francine Trotter, Pima Community College, Tucson, AZ.

Designed as a separate administrative unit, the Pima Institute fosters the development and implementation of mutually beneficial courses and training agreements between the college and the wider community.

The Institute operates a broad outreach: to market its offerings to business, industry and trade; to make accessible the college's educational resources; to play a role in the area's economic development by offering seminars, workshops, consultancies and clinics in diverse topics and sites.

Trotter is pleased with the project model and the operation of the Institute to date. She believes the exposure the college receives provides further opportunities for the Institute to contribute to the community's growth and change.

Analysis of Needs of Business and Industry in Relation to the Computer Curriculum of the Business and Professional Institute.

Marilyn Mays, North Lake College, Dallas Community College District, TX.

As an intern with the Institute, Mays devised a project to survey private sector training needs to determine how computer course-work might be revised to reflect changing trends and facilities. Since the Institute is competitive with other training ventures, it must maintain its currency. This project, working with students, faculty, business managers and advisory boards, was able to make recommendations for improvements that keep the Institute and its programs viable and marketable.

Mays saw it as a consciousness-raising effort as well; by fostering communication among educators and business community, the project maintained the Institute's role in technology education.

Development of an Institute of Continuing Education for Health Care Professionals.

Shirley Anderson, Portland Community College, Portland, OR.

The project developed the organizational structure to convert the limited continuing education offerings from the Allied Health departments into an Institute; its main goal would be to meet the continuing education needs of the community. The mission of the Institute is to offer courses, workshops and seminars, many on a contractual basis, for medical and health professionals and workers.

Anderson, who is Director of the Institute, regards the recent funding and staffing of the Institute as evidence of its viability and responsiveness to its clientele. ♦

CONCLUSION

The Leader's project is a meaningful aspect of the leadership training program sponsored by the National Institute. It offers women considering higher administration numerous opportunities for creativity and effectiveness. As project ideas evolve, participants solve problems and work closely with their mentors. Leaders remark frequently upon the satisfying professional growth accruing from the mentor relationship.

Evaluations of the process point to the transformation in perspective that occurs: the Leader sees herself in a new role. The project enables the college to see her in a new way as well — as an effective change-agent with responsibilities and accomplishments. Visibility and credibility are positive, direct gains for both Leader and college.

The Leader's project as product is equally significant. As seen in the brief outlines of noteworthy projects described here, important work is being accomplished in urban, rural and technical institutions in all regions of the country and in Canada.

The National Institute for Leadership Development has sponsored approximately one thousand women in its eight-year history. Its mission to train and motivate women and to facilitate their career advancement is successfully demonstrated in the outstanding contributions it has encouraged in community college programming via the Leaders' projects.

The mission of AAWCJC — to serve both the interests of women and that of community college education — is fulfilled, as well: the Leaders are meeting the challenge to grow and advance.

A CALL FOR PAPERS
ABOUT WOMEN IN COMMUNITY COLLEGES

The JOURNAL OF THE AMERICAN ASSOCIATION OF WOMEN IN COMMUNITY AND JUNIOR COLLEGES invites articles for publication in its 1989 issue. Articles are welcome on topics such as:

Women's Studies Programs... Personal and Professional Development... Women in the Technologies... Family Issues for Women Students and Women Workers... Ethnic Women's Issues... Affirmative Action... Mentoring... Fostering Leadership... Learning Styles... Gender Topics in the Curriculum... Women, Aging and American Society... Community College Management... Book Reviews.

DEADLINE FOR SUBMISSION OF ARTICLES—**NOVEMBER 15, 1989**

Inquiries or articles for submission to:

Dr. Leila González Sullivan
Hudson County Community College
901 Bergen Avenue
Jersey City, NJ 07306
(201) 714-2112

AAWCJC JOURNAL
Manuscript Preparation Guide

The Journal of the American Association of Women in Community and Junior Colleges welcomes articles of interest to community, junior and technical college personnel. Publishing policy and selection of articles are governed by the editorial objectives and criteria listed below.

EDITORIAL OBJECTIVES

1. To publish articles of general interest to staff and students in community, junior and technical colleges.

2. To present research, model programs and teaching/learning strategies related to women staff and students in these colleges.

3. To provide a forum for discussion of critical reports, innovative ideas and controversial issues related to women in higher education, particularly in community, junior and technical colleges.

4. To disseminate information on leadership training opportunities for women and on the accomplishments of women in these colleges.

5. To serve as an advocate for equity and excellence in community, junior and technical college education.

CRITERIA FOR SELECTION OF ARTICLES

1. Material should be original, accurate and in good form editorially, and proper attribution should be given for material from other sources.

2. The manuscript should be current and informative, summarizing basic facts and conclusions and maintaining coherence and unity of thought.

3. Controversial topics should be presented in a factually sound and reasonably unbiased manner.

4. Each manuscript will be acknowledged on receipt. All submissions will be reviewed by the editorial board, and the board's decision regarding articles to be published is final.

Authors will be notified regarding the board's decision as soon as possible. Manuscripts will be returned upon request from the author.

PREPARATION OF MANUSCRIPTS

1. Manuscripts should not exceed 3,000 words, or about 10-12 double-spaced typed pages.

2. The *MLA Handbook*, second edition (1984) should be used for references in the text and bibliography.

3. Tables and charts should be clear, comprehensible and as brief as possible.

4. Descriptions of projects for which financial support, such as a grant, was received should include acknowledgement of that support either in a subtitle or in a footnote.

5. The manuscript must include a cover page giving the article title, author's name, author's title and institution, and an abstract of no more than 100 words.

6. Submit manuscripts to:

Dr. Leila González Sullivan
AAWCJC Vice President for Communications
Hudson County Community College
901 Bergen Avenue
Jersey City, NJ 07306

AMERICAN ASSOCIATION OF WOMEN IN COMMUNITY AND JUNIOR COLLEGES

STATEMENT OF PHILOSOPHY

AAWCJC is guided in all of its endeavors by a firm commitment to equity and excellence in education and employment for women in community, junior and technical colleges. That commitment is translated into action at the national, regional, state and local levels through AAWCJC programs, activities and services developed and offered in accordance with the following principles:

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1. The achievement of equity for women is critical to the wise and just development and use of valuable human resources.

2. Equity is promoted through AAWCJC's efforts to improve access to:

   educational opportunities;

   employment at all levels;

   policy-making and decision-making forums.

3. Equity issues may include career upward-mobility, comparable pay for comparable work, increased involvement of women on governing bodies, and appropriate support services for adult women enrolled in two-year colleges.

4. Commitment to equity must be matched by an equally strong commitment to educational and professional excellence.

5. Excellence is promoted through AAWCJC's efforts to:

   encourage and reward educational achievement and professional endeavor;

   provided opportunities for professional development;

   develop linkages and disseminate information pertaining to specific concerns.

6. Both equity and excellence may be enhanced through a strong and effective network of women in community, junior and technical colleges—a network where a purposeful focus on tasks, issues and achievements is continually matched by a sensitive concern for people.

FOR MEMBERSHIP INFORMATION, CONTACT:

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